

H8STL: Specialist Topic in Learning and Development

Module Code:	H8STL
Long Title	Specialist Topic in Learning and Development APPROVED
Title	Specialist Topic in Learning and Development
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Leo Casey
Module Author:	Leo Casey
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Design and implement a small-scale research project in a relevant academic area.
LO2	Choose and employ specialist technical tools and techniques to support the research process.
LO3	Conduct a review of literature relevant to one's own chosen research area.
LO4	Conduct a critical analysis of data relating to one's own chosen field of study (i.e. ECE or AWE).
LO5	Effectively communicate research findings, adhering to appropriate academic and disciplinary conventions.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

H8STL: Specialist Topic in Learning and Development

Module Content & Assessment			
Indicative Content			
Independent Study This module comprises a significant amount of independent study as students complete a research topic on an area of academic interest. Students are supported through this process through attendance at seminars focusing on different stages of the research process (analysing data, reporting findings etc.) and by ongoing constructive feedback from tutors and peers.			
Application and Use of Technology for Research - Project management tools (e.g. Asana, Gantt) - Data capture tools - Data protection, security and reliability - Data visualisation tools			
Analysing Data - Qualitative data analysis (including thematic analysis, coding, conversation analysis, discourse analysis, grounded theory) - Quantitative data analysis (including distribution, central tendency, variation) -			
Reporting Research Findings - Reporting qualitative and quantitative research findings - Planning and structuring the reporting of findings and critical analysis - Drawing conclusions from research findings - Structuring an argument in academic writing			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Presentation	% of total:	20
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Mid-semester presentation accompanied by two page document outlining progress to date and future work plans. Presentation should include a discussion of how technology has been used to support the research process.			
Assessment Type:	Project	% of total:	60
Assessment Date:	Sem 2 End	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Research paper in the format of a journal article which adheres fully to appropriate academic conventions.			
Assessment Type:	Practical	% of total:	20
Assessment Date:	Sem 2 End	Outcome addressed:	1,2,5
Non-Marked:	No		
Assessment Description: Students will participate in a viva voce oral defence of their research project, lasting approx. 20-30 minutes. Students will be required to discuss the research process in its entirety, including the application of technology to support the research design, implementation or evaluation.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Coursework Only <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>			

H8STL: Specialist Topic in Learning and Development

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Independent Learning	No Description	18	Once per semester	1.50
Lecture	No Description	3	Once per semester	0.25
Total Weekly Contact Hours				0.25

Module Resources	
<i>Recommended Book Resources</i>	
<p>Curtis, W., Murphy, M. and Shields, S.. (2014), Research and Education, Routledge, London.</p> <p>Creswell, J.W. (2005), Qualitative Inquiry and Research Design, Sage, California.</p> <p>Flick, U. (2005), Qualitative Research – An Introduction,, Sage, Longon.</p>	
<i>Supplementary Book Resources</i>	
<p>Aveyard, H.. (2014), Doing a Literature Review in Health and Social Care: a practical guide, Open University Press, Maidenhead.</p> <p>Bell, J.. (2010), Doing Your Research Project: a guide for first-time researchers in education, health and social science, 5th. Open University Press, Maidenhead.</p> <p>Hart, C.. (1998), Doing a Literature Review: releasing the social science research imagination, Sage, London.</p> <p>Murray, Rowena. (2005), Writing for Academic Journals, Open University Press, Maidenhead.</p> <p>Murray, R. and Moore, S.. (2006), The Handbook of Academic Writing: a fresh approach, Open University Press, Maidenhead.</p> <p>Mac Naughton, G. Rolfe, S. and Siraj-Blatchford, I. eds. (2001), Doing Early Childhood Research International Perspectives on Theory and Practice, Open University Press, Berkshire.</p>	
<i>Recommended Article/Paper Resources</i>	
<p>European Commission, foreword by Edith Cresson. (1998), Learning for Active Citizenship: a significant challenge in building a Europe of knowledge, http://www2.cedefop.europa.eu/etv/Upload/ETVNews/uploadNews/citizenship-en.html</p>	
<i>Other Resources</i>	
<p>[Website], Educational Research Centre, http://www.erc.ie/?s=1</p> <p>[Journal], The Journal of Educational Research.</p> <p>[Journal], Educational Research.</p> <p>[Journal], International Journal of Educational Research.</p>	
Discussion Note:	